



Rosemary Middle

12804 County Line Rd.
Andrews, South Carolina

Grades	6-8 Middle School	
Enrollment	480 Students	
Principal	Michael J. Cavaris	843-264-9780
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

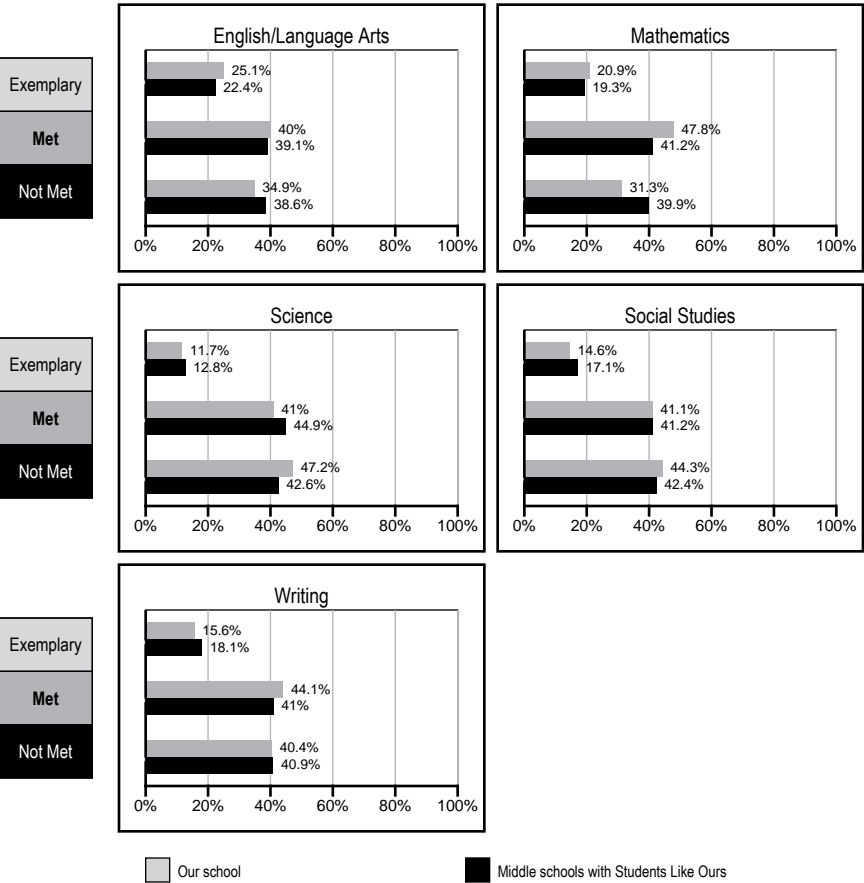
96.7%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	28	16	3

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	91.9%
English 1	95.5%	90.3%
Physical Science	N/A	94.8%
US History and the Constitution	N/A	N/A
All Subjects	97.8%	91.7%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=480)				
Students enrolled in high school credit courses (grades 7 & 8)	13.5%	Down from 13.9%	18.5%	21.6%
Retention rate	1.7%	Down from 1.9%	1.7%	1.2%
Attendance rate	95.6%	Down from 95.7%	95.4%	95.9%
Eligible for gifted and talented	17.1%	Down from 19.9%	10.6%	14.8%
With disabilities other than speech	10.4%	Down from 12.4%	14.6%	12.6%
Older than usual for grade	4.6%	Up from 4.4%	3.5%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.6%	Down from 4.9%	1.0%	0.6%
Annual dropout rate	0.3%	Up from 0.0%	0.0%	0.0%
Teachers (n=36)				
Teachers with advanced degrees	61.1%	Up from 60.5%	56.6%	56.9%
Continuing contract teachers	61.1%	Down from 63.2%	68.2%	72.7%
Teachers with emergency or provisional certificates	9.7%	No Change	8.3%	5.3%
Teachers returning from previous year	81.1%	Up from 80.2%	78.5%	82.9%
Teacher attendance rate	94.0%	Up from 93.1%	95.3%	95.2%
Average teacher salary*	\$46,573	Up 0.5%	\$45,877	\$46,599
Professional development days/teacher	15.4 days	Up from 12.6 days	12.0 days	10.8 days
School				
Principal's years at school	3.0	Up from 2.0	3.0	3.0
Student-teacher ratio in core subjects	18.3 to 1	Down from 18.9 to 1	19.1 to 1	20.1 to 1
Prime instructional time	88.0%	Up from 86.7%	89.8%	89.9%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 97.8%	97.8%	97.8%
Character development program	Average	Down from Good	Good	Good
Dollars spent per pupil**	\$8,666	Up 14.4%	\$8,086	\$7,645
Percent of expenditures for instruction**	59.4%	Down from 59.5%	62.9%	63.4%
Percent of expenditures for teacher salaries**	53.0%	Down from 54.6%	55.6%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

As principal of Rosemary Middle School, I am extremely proud of our many accomplishments this year. We appreciate the support of our parents and community. We are also very proud of the involvement of our PTSA (Parent, Teacher, and Student Association), SIC (School Improvement Council), The Granny Mentoring Group, and the partnership with the 21 Century Program at Ebenezer Church in Andrews. Their dedication and commitment to our school has made a positive difference for our staff and students.

Our students have worked especially hard this school year. We have charted continues growth as it pertains to MAP (Measures of Academic Progress) and exposure to the Success Maker and PLATO learning lab. Our students also participated in an extensive workshop focusing on the writing portion of the PASS exam. Our attendance rate has remained at a commendable level for the school.

Our dedicated faculty and staff continue to be committed to improving student achievement. The use of data driven decision making and subject specific pacing guides have strengthened our instructional program. We have continuously documented our student progress with the use of a Data Wall, which allows teachers, students, and parents the opportunity to track the school's progress.

Our students received numerous academic awards such as runner-up in the Academic Fair this year. We also had several students place either 2nd or 3rd in the Low Country Science Fair. Our athletic teams also excelled this year. In the coming year, emphasis will continue to be placed on closing the achievement gap and maintaining a safe and nurturing environment. With the continued help and support of our community, parents, and staff, we are able to assure our students have the opportunity to receive the very best education possible. On behalf of the entire Rosemary family, I want to sincerely thank everyone for making this an exceptional year for our school.

Michael J. Cavaris, Principal
Doug Isminger, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	158	55
Percent satisfied with learning environment	78.4%	77.6%	74.1%
Percent satisfied with social and physical environment	83.8%	82.1%	64.8%
Percent satisfied with school-home relations	59.5%	85.9%	73.6%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

RP

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.6%	0.0%	No
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	472	100	37.2	40.3	22.6	71.9	81.6	82.8	Yes	Yes
Gender										
Male	267	100	39.7	40.1	20.2	69.4	77.5	79.3	N/A	N/A
Female	205	100	34	40.5	25.5	75	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	238	100	24.2	43.6	32.2	83.3	89.9	89.5	Yes	Yes
African American	225	100	50.9	37.5	11.6	60.2	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	45	100	82.9	14.6	2.4	26.8	39.7	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	359	100	44.2	38	17.8	66.7	75.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	472	100	33.4	49.3	17.3	80.5	80.4	78.9	Yes	Yes
Gender										
Male	267	100	37.3	46.4	16.3	77.4	77.7	77	N/A	N/A
Female	205	100	28.5	53	18.5	84.5	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	238	100	22.9	53.7	23.3	87.2	88.9	87.2	Yes	Yes
African American	225	100	45.4	44.4	10.2	73.1	70.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	45	100	82.9	14.6	2.4	29.3	36.4	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	359	100	39.5	46.8	13.7	75.4	73.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	321	100	47.1	40.9	12	52.9	65.8	67.5
Gender								
Male	181	100	49.4	38.4	12.2	50.6	63.5	67
Female	140	100	44.1	44.1	11.8	55.9	68.3	68
Racial/Ethnic Group								
White	162	100	31.2	49.7	19.1	68.8	79.6	79.5
African American	154	100	64.4	31.5	4.1	35.6	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	30	100	N/AV	N/AV	N/AV	3.7	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	55.1	59.6
Socio-Economic Status								
Subsided meals	247	100	53.8	38	8.1	46.2	55.1	55.1

Social Studies

All Students	321	99.7	44.2	41.2	14.6	55.8	70.4	72.3
Gender								
Male	179	100	39.6	42	18.3	60.4	70	71.5
Female	142	99.3	49.6	40.3	10.1	50.4	70.8	73.2
Racial/Ethnic Group								
White	159	99.4	31.1	47	21.9	68.9	81.6	80.7
African American	154	100	57.7	36.2	6	42.3	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	8	I/S	I/S	I/S	I/S	I/S	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	29	100	85.2	11.1	3.7	14.8	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	61.3	67.9
Socio-Economic Status								
Subsided meals	245	100	50.4	39.4	10.2	49.6	60.5	62.1

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	475	99.4	40.1	44.3	15.6	59.9	69.5	70.2	95.6	96.2
Gender										
Male	270	99.3	47	40.7	12.3	53	61.9	63.2	95.6	96.1
Female	205	99.5	31.3	48.8	19.9	68.7	77.7	77.5	95.7	96.3
Racial/Ethnic Group										
White	242	99.6	32.6	48.3	19.1	67.4	80.2	79.1	94.5	95.6
African American	224	99.1	48.4	40.9	10.7	51.6	57.9	57.6	96.9	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	86.2	N/A	97.3
Hispanic	9	I/S	I/S	I/S	I/S	I/S	64.7	62.6	95.1	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.2
Disability Status										
Disabled	44	97.7	N/AV	N/AV	N/AV	7.5	16.1	26.1	95.1	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	62.6	61.2	94.7	97.2
Socio-Economic Status										
Subsidized meals	359	99.2	44.7	42.4	12.9	55.3	59.7	58.9	95.3	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	128	100	29.3	47.2	23.6	70.7
	7	171	100	42.2	34.3	23.5	57.8
	8	173	100	38	41.1	20.9	62
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	128	100	26.8	51.2	22	73.2
	7	171	100	36.1	47.6	16.3	63.9
	8	173	100	35.6	49.7	14.7	64.4
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	100	37.1	53.2	9.7	62.9
	7	171	100	45.2	41.6	13.3	54.8
	8	86	100	58.8	30	11.3	41.3
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	64	100	29.5	60.7	9.8	70.5
	7	170	100	58.8	29.1	12.1	41.2
	8	87	98.9	25.6	51.2	23.2	74.4
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	131	100	38.1	50	11.9	61.9
	7	170	98.8	41.5	38.4	20.1	58.5
	8	174	99.4	40.2	45.7	14	59.8

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